

Please Note: This is NOT a validated instrument

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Parent/Teacher/Counselor Checklist for Recognizing Twice Exceptional Children

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Child's Name: _____ Gender: M ___ F ___
 Birth Date: _____ Parent _____ Teacher _____ Counselor _____
 Your Name: _____ Date: _____

INSTRUCTIONS

The purpose of this checklist is to assist you in recognizing some common characteristics of gifted children with learning disabilities. This is **not** a diagnostic tool. This checklist has **not** been validated and there are no norms. If a child fits many of the characteristics, it would be wise to refer the child for assessment.

Please answer each item as well as you can. Mark "Sometimes" if you have **ever** observed this behavior.

Item	General Characteristics of the Twice Exceptional Learner	Sometimes/Often	Not Observed
1	Appears smarter than grades or test scores suggest		
2	Has a sophisticated speaking vocabulary but poorer written expression		
3	Participates well in class discussions but does not follow through with implementation		
4	Has uneven academic skills, inconsistent grades and test scores		
5	Does well when given sufficient time, but performs poorly on timed tests and takes much longer to complete assignments and homework than other students		
6	Has excellent problem-solving skills, but suffers from low self-esteem		
7	Excels in one area or subject, but may appear average in others		
8	Performs well with challenging work, but struggles with easy material		
9	Unusual need for parent support of school-based learning, social interaction, organization, etc.		
9	Is better with reading comprehension than with phonetic decoding of words		
10	Is better at math reasoning than computation		
11	Has wonderful ideas, but has difficulty organizing tasks and activities		
12	Has facility with computers, but illegible or slow handwriting		
13	Resists demonstrating weaknesses and may use humor or other distractors to deflect attention		
14	Thrives on complexity but has difficulty with rote memorization		
15	Understands concepts easily and gets frustrated with the performance requirements		
16	Fatigues easily due to the energy required to compensate		
	Comments:		

Item	Visual Processing Weaknesses	Sometimes/Often	Not Observed
17	Struggles with reading		
18	Mixes up plus and minus signs		
19	Has difficulty lining up numbers in calculations		
20	Has difficulty copying from the board		
21	Puts face close to the paper when writing or reading		
22	Skips lines and loses place in reading		
23	Poor spacing when writing		
24	Tires easily when reading or writing		
25	Makes "careless errors" in written work		

	Comments:		
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Item	Auditory Processing Weaknesses	Sometimes/Often	Not Observed
26	Does not seem to hear you; may need several repetitions before responding		
27	Mispronounces words or letter sounds		
28	Confuses similar sounding words (e.g., “agent” and “ancient”)		
29	Makes grammatical errors in speech		
30	Misunderstands information		
31	Watches other students to find out what to do		
32	Does not pay attention when being read to or during lectures		
33	Has a weak grasp of phonics, reflected in spelling and pronouncing unfamiliar words		
34	Has a loud voice, especially when there is background noise		
35	Responds better to directions when shown examples of what is expected		
36	Is exhausted after prolonged listening, particularly in the afternoon		
	Comments:		

Item	Sensory Processing Issues	Sometimes/Often	Not Observed
37	Is clumsy and awkward		
38	Has an odd pencil grip		
39	Does not hold paper in place when writing		
40	Has illegible handwriting and tends to avoid writing		
41	Is poor at athletics		
42	Wears very similar soft clothes every day		
43	Gets upset when brushed against accidentally, as in standing in line		
44	Props self up in chair rather than sitting up straight		
45	Becomes easily overstimulated and may throw tantrums		
46	Has low energy and tires easily		
47	Uncomfortable with crowds		
48	Has difficulty with transitions		
49	When younger, had difficulty deciding handedness		
	Comments:		

Item	Attention Deficit/Hyperactivity Disorder Symptoms	Sometimes/Often	Not Observed
50	Has difficulty awaiting turn		
51	Acts impulsively without awareness of consequences		
52	Intrudes on others		
53	Is in motion as if “driven by a motor”		
54	Has difficulty remaining seated		
55	Fidgets with hands or feet or squirms in seat		
56	Easily distracted		
57	Has highly variable performance on different days or during time periods		
58	Spaces out during assignments and homework, often not completing tasks		
59	Forgetful; may only remember part of an instruction		
60	Concentrates deeply when interested and not at all when not interested		
61	Responds to partial information, thinking understands fully		
62	Complains of boredom, unless work is novel, stimulating, or self-selected		
	Comments:		

Item	Dyslexia or Stealth Dyslexia	Sometimes/Often	Not Observed
63	Reads at a lower level than expected for ability; reading may be average but reasoning is superior		
64	Struggles with phonological processing and the learning of sound-symbol relationships		
65	Shows reversals		
66	Has trouble with right and left		
67	Has difficulty learning to read analog clocks		
68	Sequential and rote memory lack permanence		
69	Spelling and math facts may be forgotten after practice		
70	Spells the same word in several different ways		
71	Written output is more difficult than verbal discussion		
72	Struggles to sequence ideas on paper		
73	Anxious about reading aloud		
	May leave out words or substitute words with similar meanings or appearance		
	Comments:		

Item	Autistic Spectrum Disorder (includes “Asperger Syndrome”)	Sometimes/Often	Not Observed
74	Struggles to read social cues: thoughts/feelings of others, nonverbal responses, body language, motivation of others, and others’ response to own behavior		
75	Does not respond appropriately to others’ feelings		
76	Shows rigidity: once a decision has been made, it is very difficult to change it		
77	Shows sensory issues: poor fine/gross motor coordination difficulty with loud sounds, crowds, close proximity to others, touching/jostling, and transitions		
78	Experiences anxiety, particularly regarding social expectations and conventions		
79	May have flat affect		
80	May have difficulty with unfamiliar inferential language, idioms, etc., tending to be more literal, black and white		
81	Has limited eye contact		
82	Unexpected changes often elicit strong emotional distress		
83	Limited initiation of social interaction, and difficulty responding to overtures by others		
	Comments:		

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